



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

Compare pupils who have had physical training throughout the fall and winter quarters with pupils who entered during the autumn quarter; also with pupils in home schools who have not had physical training. Note power of control in posture and action, co-ordinative power in gymnastics and in general. Give effects upon self of acquired physical control, as emphasized in carriage bearing, and ease of movements. Discuss purposive gymnastic training; the processes involved in such training? Order, design, effects of exercises; methods of development and direction of free gymnastics—presentation, commands, criticism of postures and actions.

The conscious effort in gymnastics—how best stimulated? Compare training with spontaneous and involuntary play action.

In your study of games and plays how would you differentiate and direct the spontaneous play desires under varying conditions? Is the organization and supervision of play periods advisable? Character of the short recess and the regular play period.

## THE KINDERGARTEN.

ANNE ELIZABETH ALLEN.

### OUTLINE FOR APRIL, MAY, AND JUNE.

AN occasional suggestion is all that is needed to keep the senses of the children alert to every sign of the approach of spring. The months spent indoors, under more or less artificial conditions, make the children eager for the new things outside.

We shall closely watch the changes in particular trees, shrubs, plants, and grass plots in our daily walks. Nature herself will dictate the order of our observations as she provides the procession of spring signs. Such seeds as the children may bring we shall plant in pots in the room until the weather permits planting in our school garden. Here we shall have vegetables of quick growth, and flowers to ornament the lawn.

In all excursions, and in the garden work, as much liberty will be given the children as possible. Before they leave the schoolroom their attention will be directed to some object for special observation, and they will be left to their own devices in looking for and reporting on this particular thing. If practicable, each child will be given a garden-plot of his own, where he may dig and plant at will. Experience has taught that a set bed and an exact way of planting destroys all the real pleasure a

little child feels in being instrumental in making things grow. If he must constantly "be careful" all his joy is swallowed up in the necessarily frequent reminders of the teachers, who must ask of him the same consideration and thought that is expected of a grown person.

Subject: How things speak to us :

1. Through the eye—in color and motion : sun, flowers, fruit, vegetables, stones, etc. We may tell what bird is flying, when too high to discern the color, by the movements it makes; which way the wind is blowing by watching the smoke, bending of trees, or weather-vane.
2. Through the ear—in sound: voices of people, songs of birds, sounds made by animals; wind, rain, thunder, train whistles, clocks, bells; music—piano directing rhythms, triangle for signals.
3. Through the nose—odor: flowers, fruits, vegetables, smoke, perfumes, fresh air.
4. Touch—all objects that may be handled.
5. Taste—all objects that have flavor.
6. Things that speak to us of spring—south wind, sun, green coming into the grass, trees, and shrubs; return of birds.

*Materials used.*—Paints, paper, clay, sand, fruits, flowers, vegetables, seeds, pictures of birds and animals, and those showing seasons.

*Games.*—"Jacob and Rachel," "One of Us Has Disappeared," "Pebble Game." Sense games, of sight, hearing, touch, taste, smell. Growing plants, spring showers, clouds and sunshine.

*Songs.*—Suitable spring songs: Mrs. Gaynor, *Songs for Little Children*; Eleanor Smith, *Songs for Little Children*.

*Stories.*—"Peggy's Garden and What Grew Therein," by Celia Thaxter; "Three Neighbors," A. E. A.; "What was Her Name," Laura E. Richards; "Baby Seed Song," Anonymous.

## FIRST GRADE.

ELSIE AMY WYGANT.

### REVIEW FOR JANUARY AND FEBRUARY.

*Geography.*—The work on tropical fruits we carried out much as planned in the January number. "How is it that we have oranges, bananas, cocoanuts, etc., when all our trees are bare?" was our problem. The conservatory in Washington Park we made our field of study.

The children recalled the appearance of their home locality during the fruit season. They described the climatic conditions of the tropics and inferred the results. These inferences we verified and modified by pictures,